

Bu gün Azərbaycan təhsil sistemi direktiv təlim prosesindən konstruktiv təlimə keçməkdə israrlıdır. Ənənəvi təhsildə şagird-müəllim əməkdaşlığına ona görə yer yoxdur ki, burada müəllim informasiyaları şagirdlərə hazır şəkildə verməklə onların fəallığını ələndən alır, həmin məlumatların "kəşf olunmasında" iştirak etmədiyi üçün şagirdi passivləşdirir. Onları fəallaşdırmaq üçün edilən cəhdlər mənasızlaşır. Çünki həmin təhsilin əsasında yəni də müəllimin "nüfuzlu" sözü hələdə rol oynayır.

Yeni yaranan kitabların qiymətli cəhətlərindən biri də istedadlı psixoloqumuz Z.Veysovanın Avropa təhsil sistemindən istifadə edərək dilimizə gətirdiyi bir sıra istilahları dəqiqləşdirmək və inkişaf etdirmək meyilidir. S.Hüseynovlu Azərbaycan dilinin qanunlarına uyğunlaşdıraraq həmin istilahların yeniləşdirilməsi təklifini verir. Bu cəhət göstərir ki, yad dillərdən keçən terminlər statik vəziyyətdə qalmır, dilə uyğunlaşır və inkişaf edir. Əlbəttə bu terminlər bizim dilimizdə öz mahiyyətini ifadə edənlərlə əvəzlənsə onun tədrisi ilə məşğul olan müəllimlərin də yadında asanlıqla qalar. Z.Veysova kitabında bu prinsipə xeyli əməl etmişdir. Məsələn, interaktiv sözünün əvəzinə onun ifadə etdiyi fəal, klasterin əvəzinə şəxslənmə, debat-çarpaz müzakirə, prezentasiya-təqdimat, situativ praktikum-konkret hadisənin araşdırılması şəkildə yazaraq bu ehtiyacı əvvəlcədən duymuşdur. Yeni tədqiqatçıların daha uzağa gedərək terminləri öz dilimizdə adlandırmaq istəkləri təqdiralayıqdır.

Bu yeni kitabları ilk addımlar da hesab etmək olar. Şübhəsiz ki, onların irəli sürdüyü bəzi mülahizələrlə razılaşmadan mübahisəyə də girişmək mümkündür. Lakin kitabların xeyirxah məqsəd daşıyıcıları olduğunu nəzərə alaraq onların müəlliflərinə uğurlu yol arzulamağı məqsəduyğun hesab edirik.

### 3.Халил

#### Учителям необходима методическая помощь

##### Резюме

В статье говорится о достоинствах методических пособий в связи с применением национального курикула. Показывается ведущая роль, проведения исследований по внедрению современных технологий для повышения уровня знаний учеников.

Отличается, что выработка новых умений и навыков у учащихся является одной из основных задач, стоящих перед современным образованием.

### Z.Khalil

#### It is important to help teachers by teaching supplies

##### Summary

In the article it is spoken about the advantages of teaching supplies compiled in the recent years by implementing National Curriculum. The role of new teaching technologies in enhancing of education is emphasized. It is also noted that the main duty of education is to develop students' skills.

### Metodika, qabaqcıl təcrübə

## Standard English and varieties of English Language

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This abstract asks to answer two questions: first, the question whether Standard English exists, and second the question whether the very concept of Standard English is valid or useful. Several different answers might be given to these questions, depending on the observer's standpoint, attitudes or experience. This paper is written within the universe of discourse of applied linguistics and the teaching of English as a foreign language. It asserts that the concept of Standard English is indeed valuable for such purposes that certain features and aspects of present-day English are best accounted for by invoking this concept, that Standard English – definable in a particular way can be held to exist, and that form of English occupies an important place within the diversity of the language.

The foregoing positive assumptions about the existence of Standard English are balanced by certain negative assumptions on what Standard English is not:

It is not arbitrary a priori description of English or of a form of English, devised by reference to standards of moral value or supposed linguistic purity or any other metaphysical yardstick – in short "Standard English" cannot be defined or described in terms such as "the best English", or "Literary English", or "Oxford English", or "BBC English".

It is not defined by reference to the usage of any particular group of English users, and especially not by reference to a social class "Standard English is not upper class English" and it is encountered across the whole social spectrum. It is not statistically the most frequent occurring form of English, so that "standard" here doesn't mean "most often heard". It is not imposed upon those who use it. True its use by an individual may be largely the result of a long process of education, but "Standard English" is the product of linguistic planning or philosophy for example such exist for French, or policies devised in terms

for Hebrew, Irish, Welsh.

But attention to social variation as a subject of linguistic analysis and study came rather as a reaction to forces outside the Council, principally to related social economic, and political forces known as the Civil Rights Movement. In northern industrial cities the schools had received thousand of Black children speaking a variety of Southern English now generally known as Black English. Control this dialect arguably handicapped. The question of what to do on the dialect became a matter of linguistic controversy.

To affirm that global currency is accompanied by little variation is to accept some variation exist, but to minimize its extend and importance. It is to assert that "Standard English" is "the same" rather than "different" in the usage of what may be loosely called British English, American English, Azerbaijan English etc. but if that is so then how should one regard the undoubted ability of English-speakers to identify and distinguish from one another "American", "Scottish", "New Zealand", "South African", "Singaporean", English and so forth. The answer is that the popular ability of similarities and differences more suitable. Our judgments are to understand them which inform such judgments. In discussing Standard English the only data is that which would be found in written text or written transcripts of spoken text in that dialect. Differences between "British Standard English" dialect and "American Stan-

dard English" dialect certainly exist, but they are statistically few. The popular ability to identify a person's geographical origins (when separated from non-linguistic cues, such as color, dress, behavior, etc. and from reference to local places, names, customs and so on) depends primarily on accent and only secondarily on localized vocabulary and colloquial expressions, discourse features etc.

These variations typically occur in dialect accent pairs, geographically distributed with rather little overlap. Taking as the paradigm example their distributed in across where English is predominantly the mother tongue every locality has a unique dialect + accent pair, there is little overlap (except in urban areas) and no cross-over between pairs. Thus, in Dorset, Dorset dialect and Dorset accent are used; in W. Kentucky, W. Kentucky dialect and W. Kentucky accent; in Yorkshire dialect and Yorkshire accent and so forth. Individual migrants apart, Dorset dialect or accent is never encountered in Kentucky, Yorkshire dialect or accent is never encountered in Dorset and so forth. That is what is meant by "geographically coherent" patterns of distribution as paradigm example the case where English is the native language similar geographically-localized links occur in areas where English is a foreign or secondary language. Even if no identifiable local dialect may have emerged, there will usually be an identifiable local accent among habitual users of English, and this will be restricted in occurrence

solely to that locality or region. Singapore English dialect + accent is never heard in Nigeria; Nigerian English dialect + accent is never encountered in Singapore English accent and etc.

Since dialect + accent pairs co-exist in this way, it is not surprising that most non-specialist, and even many teachers of English, habitually confuse the terms dialect and accent, and observe no distinction between them when both features exist to-

gether, naming either pre-supposes the other. But in fact the only cases where this strict pairing does not operate are precisely in relation to Standard English, hence the need to keep the terms separate.

Before dealing with crucial exceptions to the normal rule of dialect + accent pairing it may be helpful to give some examples of ways in which some dialects differ from the dialect of Standard English.

### Cambridge shire

Where shall we go round mine  
or round yours?

### Edinburgh

Is this you away to the steamie?  
going to the

### Virginia

I seed you.

### Pennsylvania

I seen it.

### Black English

I is seen him.

### Yorkshire

If ever tha does owt fer nowt,  
allus do it fer thisen

### Standard English

Where shall we go?

To my house or yours?

I suppose you are  
laundry.

I saw you.

I saw it.

I did see him.

If you ever do  
anything for  
nothing, always do it  
for yourself.

This abstract is not a contribution in theoretical linguistics or transformational dialectology, or variability theory in sociolinguistics, or interlan-

guage studies in psycholinguistics all of which would require different criteria and of which would certainly define the term differently from the way

in which it is conventionally used in applied in linguistics and TEFL. The research has not been done that would establish the relative frequency of occurrence today of Standard English as defined in this paper. One might guess that it speech Standard English would be heavily in the minority, but in writing it would be somewhat in the majority.

Distinction between British and American English have here been restricted to Great Britain and North America, but they also extend over the whole English-using world. The diversity of English has developed historically through two main branches, a British English branch and an American English branch. All forms of English greater affinities, in linguistic terms with one or the other.

Thus the British English branch includes English as used in most Commonwealth countries; the American English branch in the Philippines, Puerto Rico etc. Popular perception of this distinction can be observed in Hawaii, where an Englishman will often be identified as Australian. His language is English, it is not American English (and therefore not Canadian); the most frequent visitors to Hawaii who use English of the British branch are Australians; therefore he is identified as Australian.

The use of RP ("Received Pronunciation" Educated Southern British) is not directly comparable. RP is a non-localized accent of British English, which is spoken only with

Standard English dialect never with any other dialect. In most countries where English is taught as foreign language either RP or "General American" an equivalent non-localized accent of America is normally taught. But where English is "second" language (principally in Commonwealth countries) an accent identifiable as belonging to that country is nowadays generally taught and accepted.

At the end as a conclusion we should say that the term "Standard English" is valuable for three reasons:

1) it provides a way of accounting for a range of observable distinction and attitudes;

2) it offers a label for the grammatical and lexical components, at least, of teaching core undertaken by the profession of teaching English, whether as the mother tongue or as a foreign or second language;

3) it constitutes the unifying element within the enormous diversity of the English language.

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**Б.Гусейнов**

#### Стандартный английский и вариативность английского языка

#### Резюме

В статье говорится о существующем стандартном английском и о его вариативности. Акцентируется важность Стандартного английского в обучении этого языка, как иностранного. Стандартный английский является языком не только высшей или какой-то особой кате-

гории людей, но и рабочим языком социального класса.

Однако, в статье наряду со Стандартным английским говорится о великобританских и северо-американских диалектах.

**B.Hüseynov**

#### Standart ingilis dili və ingilis dilinin variativliyi

#### Xülasə

Məqalədə ingilis dilində mövcud olan Standart ingilis dili və onun variativliyindən bəhs edilir. Burada Standart ingilis dilinin xarici dil kimi tədrisində böyük əhəmiyyət daşıdığı vurğulanır. Standart ingilis dili heç də yuxarı təbəqənin və ya müəyyən, xüsusi bir qrupun dili olmayıb bütün sosial sinfin işlətdiyi dildir.

Məqalədə həm də Standart ingilis dili ilə yanaşı Amerikan ingiliscəsi, Britaniya ingiliscəsi variativliyindən, Böyük Britaniya və Şimali Amerika dialektlərindən də danışılır.